

# **MANSFIELD PUBLIC SCHOOLS**

## **June Progress Report Benchmarks**

### **Grade 2**

#### **Reading to Understand**

During the final marking period students have continued to increase their reading proficiency. Students can decode vowel teams (oa, ow), multi-syllable orthographically regular words, and many irregularly spelled words. They use clues to read and understand unfamiliar words in grade level text. Strategies to read multi-syllabic words as aids to decoding (i.e., dividing compound words, separating prefixes and suffixes) are used. Students are expected to use self-correction strategies when reading. They can read sight words with automaticity and grade-level text with accuracy. New vocabulary learned from narrative and expository text can be used both orally and in writing. Students can explain multiple meanings of common words and infer new word meaning from context. Glossaries and dictionaries, both print and digital, are used to determine or clarify the meanings of words and phrases. Students can apply a variety of comprehension strategies to read and understand grade two literature and informational texts proficiently. They can make inferences to construct meaning, retell/respond to literary and informational text, and can distinguish between a fact and an opinion. They can organize information in proper sequence in a summary or a story map; recognize key details, main idea or topic of a text; describe overall text structure; and ask and answer questions such as who, what, when, where, why and how to demonstrate text understanding. Students can use text evidence to respond to fiction and informational text both orally and in writing. Text features such as indexes, charts, graphs, and glossaries are used and interpreted when reading. Students can recognize and use parts of a book (e.g., title, author, illustrations, table of contents, glossary); use features such as titles, tables of contents, and chapter headings to locate information in informational text; and use alphabetizing skills to locate information with teacher assistance.

#### **Writing to Communicate**

Students are expected to apply all prior learned writing skills and strategies to their work. During this term, students have learned to use appropriate organizational patterns to write for a variety of purposes. They write opinion pieces in which they state an opinion, supply reasons that support the opinion, use linking words to connect reasons, and provide a simple conclusion. Students can write informative/explanatory texts that includes a topic, facts and definitions, and a conclusion. They can also write narratives that include elaborated event(s), short sequence of events, supporting details, and a sense of closure. Students are expected to determine the purpose and audience for writing and then choose an appropriate written, oral, or visual format. With guidance and support, students can use a variety of digital tools to produce and publish writing. Students are expected to apply learned spelling skills to all written work and to consistently spell assigned words correctly. They can form contractions using apostrophes and apply commas in a series. In addition to all previously learned editing and revising skills, students are expected to use nouns, pronouns, verbs, and adjectives correctly. Students are expected to reread their own work to check if it is organized and makes sense. Sentences used in a paragraph should be correct and appropriate to the topic. Penmanship should be legible. All letters should be formed correctly and be consistent in size. There should be consistent spacing between letters and words. An effective pencil grip is used to ensure legible handwriting.

#### **Mathematics**

Students explore relationships between two quantities as they investigate problems where they see that for shovel, I have 3 hammers, so if I have 2 shovels, I have 6 hammers. Students are given many experiences to solidify their understanding of place value to 1,000. The major concepts regarding place value include:

1. Understanding unitizing – seeing sets of 10 and later 100 as a single entity
2. Positional understanding – place value notation is dependent on the position of the digit in the number
3. Multi-digit numbers are formed by following the same counting pattern present in single digit counting (0-9 sequence)
4. Decomposing numbers based on place value groupings – 254 may be seen as 2 hundreds, 5 tens, and 4 ones or 2 hundreds, 4 tens and 14 ones or 25 tens and 4 ones

The fundamental shift in thinking comes when children are asked to unitize – to come to understand that the number 1 now might represent more than one individual object. For example, 10 ones is now 1 ten or 10 tens is 100. Bundling and grouping objects are models used by the students.